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AUTHOR	Kaplan, Mabel
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ABSTRACT

A survey directed to all teachers who graduated with a Diploma of Teaching from Nedlands College of Advanced Education (Western Australia) in 1976-1977 and who had completed at least one year of teaching incorporated four basic aims: (1) to ascertain the number of teachers who had students with different cultural backgrounds; (2) to identify the nature of the cultural differences; (3) to examine the extent of the problem; and (4) to solicit interest in a more detailed follow-up study. From 390 questionnaires mailed, 120 teachers responded with information on geographic teaching locations, teaching fields, characteristics of students' ethnic backgrounds, college course preparations, training and curriculum needs and willingness to participate in a follow-up survey. Results indicated that a substantial number of beginning teachers had contact with Aboriginal and/or non-English speaking migrant students. The teachers, distributed throughout seven regional divisions and representing most teaching fields, perceived Aboriginal students as being more disadvantaged than migrant students, and reported only limited college preparation for working with culturally-different students. Most indicated a willingness to participate in a follow-up study. The letters and questionnaire used, and the responses, are appended. (JD)

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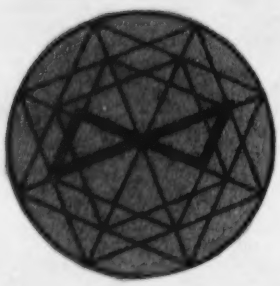
REPORT NUMBER 7

DATE: October 1979

TEACHING CHILDREN OF DIFFERENT CULTURAL BACKGROUNDS



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NEDLANDS COLLEGE of Advanced Education

TEACHING CHILDREN
of
DIFFERENT CULTURAL BACKGROUNDS

A SURVEY of 1976 - 1977 GRADUATES
from NEDLANDS COLLEGE of ADVANCED EDUCATION
PREPARED by MRS. M. KAPLAN under the AUSPICES
of the RESEARCH COMMITTEE

OCT 2 0 1980

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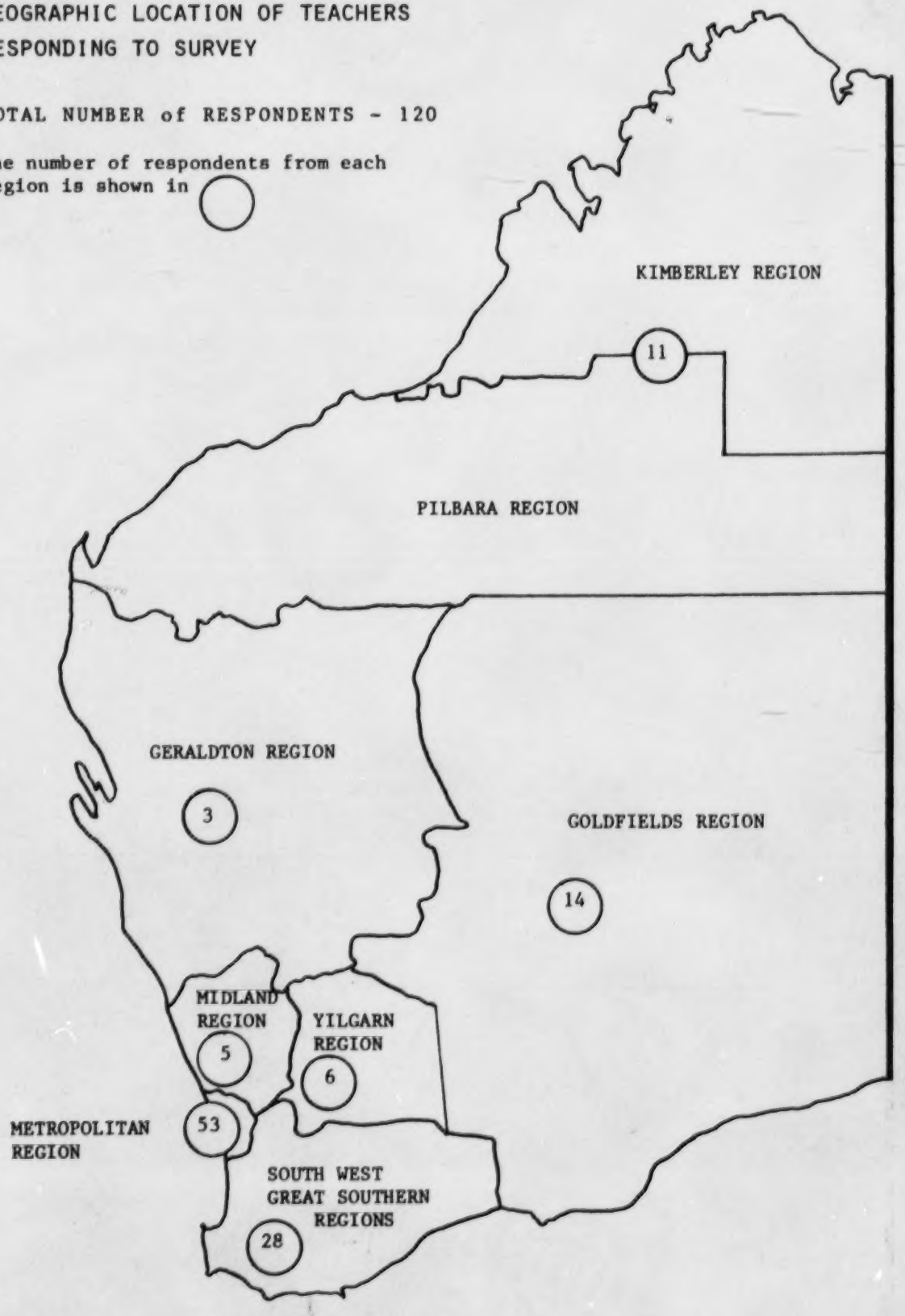
GEOGRAPHIC LOCATION OF TEACHERS
RESPONDING TO SURVEY

TOTAL NUMBER of RESPONDENTS - 120

The number of respondents from each region is shown in ○



REPORT to RESEARCH COMMITTEE MEETING of OCTOBER 1979

INTRODUCTION

The composition of the student population in secondary schools in Western Australia has changed considerably in recent years. The overall increase in the number of students being retained in school at all levels of secondary education has resulted in a growing number of children of Aboriginal/part Aboriginal and/or migrant parents in the secondary streams. These children who previously tended to finish their schooling in the primary school are now entering secondary schools to complete their education.

A beginning teacher goes into his first school with certain expectations of the conditions under which he will work, what his classes will be like, what the students' needs are and the nature of anticipated difficulties. He hopes his College experience has prepared him to meet these needs.

Answers to the following questions should provide useful information.

- To what extent is the present College programme adequate in meeting the needs of beginning teachers?
- What are the beginning teacher's expectations, needs and/or difficulties in teaching classes that include children of Aboriginal and/or migrant parents?
- What is the beginning teacher's perception of the ways in which his/her College experience has helped to meet those needs?
- What suggestions can the beginning teacher contribute as to further ways the College could help meet those needs?

INVESTIGATION

The survey was directed to all teachers who graduated with a Diploma of Teaching from Nedlands College of Advanced Education in 1976 and 1977 who were subsequently appointed to schools and had completed at least one year of teaching.

THE AIMS of the STUDY

- To ascertain the number of beginning teachers who teach classes in which there are students of different cultural backgrounds.
- To identify the nature of cultural differences -
  - Aboriginal/part Aboriginal
  - Migrant from non English speaking countries
  - Migrant from English speaking countries.
- To examine the extent of the problem:-
  - How many teachers, how many students in how many schools?
  - The location, geographic and social context.
- To solicit interest in a more detailed follow up study to obtain information relating to beginning teachers' expectations, needs and difficulties, perceptions of the College course, and, suggestions as to ways the College could more adequately prepare teachers for their in field experience.

The Questionnaire (see Appendix B) with accompanying letter was sent to 390 teachers who graduated from this College in 1976 and 1977. Of these, 40 were returned unclaimed. One hundred and twenty teachers responded to the request to complete the questionnaire. In addition to providing answers to the questions asked, many teachers made comments that add considerable flavour to the information given.

RESULTS

The results are presented in two sections.

PART ONE : A series of tables displaying quantitative data.

PART TWO : An analysis of statements made in response to the questions:

- Do you believe these children disadvantaged?
  (82 statements, Appendix A (1))
- How do you assess your College course?
  (85 statements, Appendix A (2))
- Are you willing to participate in a follow up?
  (47 statements, Appendix A (3))

PART ONE

QUANTITATIVE DATA

TABLE 1 Number of Respondents

Male	60
Female	60
TOTAL	120

TABLE 2 Year of Graduation

1976	47
1977	73
TOTAL	120

TABLE 3 Geographic Location of Schools to which Teachers are Currently Appointed

Metropolitan Regions	53
Midlands Region	5
Southwest/Great Southern Regions	28
Yilgarn Region	6
Goldfields Region	14
Geraldton Region	3
Pilbara/Kimberley Regions	11
TOTAL	120

TABLE 4 Length of Teaching Experience

Less than one year	5
One year but less than two years	75
Two years and more	40
TOTAL	120

TABLE 5 Number of School Appointments since Graduation

Number of Appointments	Year of Graduation 1976	1977	TOTAL
1	38	63	101
2	9	9	18
3	-	1	1
TOTAL	47	73	120

TABLE 6 Distribution of Major Teaching Fields Studied at College

Art	2
Business Education	9
English	14
Communications	4
Home Economics	15
Languages	1
Library Studies	7
Industrial Arts	15
Mathematics	7
Music	4
Physical/Health Education	24
Science	8
Social Science	10
No Information	1
TOTAL	120

TABLE 7 Teaching Field/s for which Responsible in Current Position

Mainly major field	109
Mainly minor field	7
Mainly in field other than those studied in College	2
No Information	2
TOTAL	120

TABLE 8 Teaching Load

Number of Periods per week	Number of Teachers
10 periods or less	4*
11 - 15 periods	3*
16 - 20 periods	16
21 - 25 periods	15
26 - 30 periods	49
More than 30 periods	31
No Information	2
TOTAL	120

*Other duties, library duties

Average i.e. mode, teaching load 26 - 30 periods per week.

TABLE 9 Extent of Teacher Contact with Students of Different Ethnic Background

Number of Students	Number of Teachers
10 Students or less	9
11 - 15	14
16 - 20	16
21 - 25	17
26 - 30	39
More than 30 Students	21
Not Applicable	2*
No Information	2
TOTAL	120

*Library duties

Average i.e. mode, class size 26 - 30 students.

TABLE 10 Extent of Teacher Contact with Students of Different Ethnic Background

Student Ethnic Background	Number of Teachers			Total
	Contact	No Contact	Insufficient Information	
Aboriginal	98	22		120
Non English speaking Migrant	88	31	1	120
English speaking Migrant	94	23	3	120

Only five teachers indicated they had no classroom contact with students of Aboriginal or migrant background.

TABLE 11 Composition of Classes in which there are Students of Different Backgrounds

Class Composition	Number of Teachers
All Aboriginal Class	6
All Migrant (non-English) Class	1
Minority Groups within Classes	
- Aboriginal Only	54
- Migrant Only	67
- Both Aboriginal and Migrant	69

Two teachers mentioned situations in which the white Australian student was the minority faction within a class group. Eight students stated they had no classes that included students of Aboriginal or non-English speaking background.

TABLE 12 Extent of Aboriginal/Migrant Educational needs as Indicated by the Number of Classes in which these Students are present

	Number of Classes which include special groups	
Size of Minority group	Aboriginal	Non-English Migrant
1 - 3	228	265
4 - 6	72	64
7 - 9	23	54
10 - 12	12	17
13+	1	16
TOTAL	336	416

TABLE 13 Number of Aboriginal/Migrant Children Being Taught by Various Teachers

Number of Children	Number of Teachers
None	5
1 - 3	28
4 - 6	40
7 - 9	14
10 - 12	12
13 - 15	11
16 - 18	2
19+	4
No Information	4
TOTAL	120

TABLE 14 Teachers' Response to the Status of Students from Different Cultural Backgrounds in an Australian Setting

Disadvantaged	61	50.9%
Not Disadvantaged	30	25.0%
Unsure	15	12.5%
No Information	8	6.6%
Not Applicable*	6	5.0%
TOTAL	120	

*Respondent lacked appropriate experience

TABLE 15 College Course as Preparation for Teaching Students from Different Cultural Backgrounds

Adequate	23	19.2%
Inadequate	83	69.2%
Unsure	1	.8%
No Information	7	5.8%
Not Applicable	6	5.0%
TOTAL	120	

*Respondent lacked appropriate experience

TABLE 16 Willingness to Participate in a Follow-Up Survey

Yes	76	63.4%
No	28	28.4%
Undecided	2	1.6%
No Information	7	5.8%
Not Applicable	7	5.8%
TOTAL	120	

PART TWO

AN ANALYSIS of DATA and TEACHERS' PERCEPTIONS

THE SAMPLE

The critical analysis of the data should be viewed in the context of the adequacy of the sample itself.

Offical College statistics indicate that 288 students entered their final year in 1976 and 356 entered their final year in 1977. This provides a total of 644 potential graduates for the two years surveyed. Of these, 521 were listed by name on the College Graduation Programme for the respective years.

The Education Department Printout for 1979 listed the schools to which graduates named were currently appointed. Only 350 graduates for 1976 and 1977 were located in this way, and to them this survey was directed. Of these 120 responded to the questionnaire.

TABLE 17 Response Rate to the Survey

Year of Graduation	Number Surveyed	Number Responded	Response Rate
1976	162	47	29.01%
1977	188	73	38.83%
TOTAL	350	120	34.29%

Three ex College students who contacted College staff after the survey was complete indicated they had not received the questionnaire. A check revealed one of the questionnaires had been incorrectly addressed. This suggests a hidden number among the non-respondents were the result of a failure of the survey to reach the intended recipient.

i.e. (a) "unclaimed" at address to which sent but not returned to sender.

(b) mail which reached school not passed on to staff.

(c) poor service and delays to remote areas.

Despite these hazards there appears to have been a considerable spread among the respondents both in regard to distribution within regions and across specific teaching fields. The actual percentage response rate was highest in the goldfields region and lowest in the metropolitan regions.

TABLE 18 Distribution of Respondents According to Region

Regions	Number Surveyed	Number Responded	Response Rate within Regions
Metropolitan	194	53	27.3
Midlands	13	5	38.5
Southern	69	28	40.6
Yilgarn	14	6	42.8
Goldfields	26	14	53.8
Geraldton	9	3	33.3
Pilbara/Kimberley	25	11	44.0
TOTAL	350	120	34.3

It has not been possible to identify the non-respondents according to their teaching fields so an attempt has been made to provide comparative figures within teaching departments using the breakdown figures available for the potential graduates for 1976 and 1977. ie. 644.
Due to changes in College course structure between 1976 and 1977 some comparisons can only be related to the 1977 figures. A comparison of Columns 4 and 10 in Table 19 shows for 1977 the extent to which the ratio of respondents within various teaching field matches the population from which respondents came.

TABLE 19 The Extent to which the Ratio of Respondents within Various Teaching Fields Matches the Population from which Respondents came

Teaching Field	Final Year Students						Respondents						% Rate within Teaching Departments	
	1976		1977		TOTAL		1976		1977		TOTAL			
	N	%	N	%	N	%	N	%	N	%	N	%	1976	1977
Art	15		27	7.6	42		0		2	2.7	2		4.8	7.4
Business Education	23		22	6.2	45		4		5	6.8	9		20.0	22.7
English	3*													
Communications	24	*	63	17.6	*	*	8		11	15.1	19		*	17.5
Home Economics	37		11	3.1	48		8		7	9.6	15		31.25	63.6
Languages	2		8	2.25	10		0		1	1.4	1		10.0	12.5
Library Studies	2		29	8.75	31		2		3	4.1	5		22.5	10.3
Manual Arts	30		35	9.8	65		2		13	17.8	15		23.1	37.1
Mathematics	5*	*	22	6.2	*	*	3		4	5.5	7		*	18.2
Music	18		27	7.6	45		1		3	4.1	4		8.8	11.1
Phys/Health Ed	74		62	17.4	136		13		11	15.1	24		17.6	17.7
Science	11*	*	19	5.3	*	*	1		7	9.6	8		*	36.8
Social Science	16*	*	29	8.75	*	*	5		5	6.8	10		*	17.2
No Information	28*	*	2	*	30	*	0		1	1.4	1		*	
TOTAL	288		356		644		47		73		120			

* In 1976 General Studies (n=28) included English, Mathematics, Science and Social Science. The specific numbers credited to these teaching departments in that year relate to students doing special courses including some entering from other institutions with advanced standing.

The table shows a considerable degree of congruence between the composition of the group of potential graduates for 1977 and the 1977 graduates who responded to the survey.

Columns 13 and 14 show the response rate within each teaching field. The highest response came from teachers of Home Economics. Teachers of Business Education, English (including Communications), Library Studies, Manual Arts, Mathematics, Physical/Health Education, Science and Social Science formed a middle group. There was a relatively low response rate from teachers of Art, Languages and Music.

THE EXTENT of TEACHER CONTACT with STUDENTS of ABORIGINAL or MIGRANT BACKGROUND (see Tables 10 - 13)

Of the 120 teachers who responded to the survey eight indicated they had no classroom contact with students of Aboriginal or non-English speaking migrant background. When students of English speaking migrant background were considered the number of teachers having no contact with students who were culturally different was reduced to five.

Table 12 shows the number of classes in which Aboriginal and non-English migrant students are present.

Thirteen classes have ten or more aboriginal students including six wholly aboriginal classes.

Twenty-three classes have ten or more migrant students including one wholly migrant class.

Thus, while few classes are predominantly aboriginal or migrant ie. have ten or more such students a large number of classes included minority groups - aboriginal only, migrant only, both aboriginal and migrant - within classes. Two teachers referred specifically to classes in which the "white" Australian student was in the minority. More than half of the respondents indicated they had contact with from 1-6 students of other than Anglo-Australian background. The significance of this information is not so much in the enumeration of instances as in the teachers' perceptions of the ways in which having a culturally different student in the class may change both the academic and social dynamics of the classroom situation in ways that affect the culturally different student, the rest of the class; and, the classroom teacher in coping with the needs and demands of each other.

TEACHERS' PERCEPTION of STUDENT DISADVANTAGE (see Table 14)

Just over fifty percent of the respondents stated that culturally different students are disadvantaged in the school situation. Of the thirty teachers who stated these students were not disadvantaged and the fifteen who were unsure, fourteen teachers added comments that indicated they saw these students disadvantaged by factors external to the school - home influences, cultural conditioning and language background. This appears to indicate some interpreted the question to ask:

> Do you believe these children are disadvantaged by the school?

rather than AT school, as was the intention of the question. Comments relating to the ways in which students are disadvantaged fall into four areas:

1. THE SCHOOL SYSTEM
   The values implied, the relevance of levels and subjects offered, Appendix A (1) Items 2, 3, 14, 21, 49, 57, 72, 74.

2. HOME BACKGROUND and CULTURAL CONDITIONING of the STUDENT
   Appendix A (1) Items 5, 12, 22, 28, 29, 31, 36, 48, 58, 79.

3. LANGUAGE DIFFICULTIES
   Including both the parents knowledge of English and the personal proficiency of the student. Appendix A (1) Items 9, 13, 37, 42, 45, 47, 50, 53, 55, 59, 65, 66, 68, 75.

4. SOCIAL INFLUENCES
   Religious customs and social skills, perceived as being different or strange; acceptance: experience antagonism and isolation. Appendix A (1) Items 18, 20, 28, 34, 41, 79.

A complete list of comments made is recorded in Appendix A (1).

Comments throughout indicated that respondents saw aboriginal students generally more disadvantaged than migrant students. However, the nature of the disadvantage shifted from an emphasis on difficulties arising from the school system and home background for aboriginal students to an emphasis on language difficulties and social influences for migrant students.

COLLEGE PREPARATION for TEACHING STUDENTS from DIFFERENT CULTURAL BACKGROUNDS (see Table 15)

When asked to assess the adequacy of their College course to fit them to teach students who are culturally different, eighty three teachers judged the course they had undertaken to be inadequate. The degree of inadequacy ranged from the bald statement

Nothing at all done in the area

(Appendix A (2) Item 25) to the more apologetic

No real blame attached to Nedlands College, the situation at is something only firsthand experience can really remedy

(Appendix A (2) Item 2)

Of those who assessed the College as adequate there were teachers who:

(a) added the qualification:

adequate as a beginning. Extra studies best suited to a degree course

(Appendix A (2) Item 3);

(b) had encountered no problems (Appendix A (2) Item 57, 79);

(c) saw coping as a problem for the individual, not something taught (Appendix A (2) Items 10, 32, 36, 57, 74);

(d) pointed to specific unit/subject areas in which they felt good background knowledge had been provided (Appendix A (2) Items 21, 28, 56, 79, 78, 80).

The notion that preparation for teaching students of different cultural backgrounds was not something that could be taught was also mentioned by teachers who stated that the course was inadequate (Appendix A (2) Items 8, 20).

The specific comments in relation to the adequacy of the College course group around several themes:

1. THE EXISTING COURSE

I feel the College course undertaken by me in no way prepared me to teach children of a different ethnic/cultural background

reported a Social Science teacher from . (Appendix A (2) Item 84). These sentiments were echoed by a number of others (Appendix A (2) Items 7, 13, 18, 22, 24, 25, 35, 39, 41, 43, 52, 53, 71).

2. PRACTICAL TRAINING

The need for a practical orientation was emphasised several times in comments such as

There was insufficient practical preparation

College students would benefit from first-hand information, such as lectures by individuals from different cultures

frequent contact with Aboriginal schools and communities

(Appendix A (2) Items 1, 4, 11, 13, 18, 27, 29, 39, 47, 58, 66, 68, 82).

3. CURRICULUM NEEDS

A Librarian from suggested

there should be at least one Education unit in Aboriginal Education in our Diploma of Teaching course

(Appendix A (2) Item 2).

Similar suggestions were made by others (Items 42, 65). Another suggestion was that

time should be devoted to showing teachers how to cope with student deficiencies in reading

(Item 60). The need for training in remedial work was mentioned several times (Items 18, 27, 33). One teacher suggested

A second language should be included in the course

(Item 81).

4. ATTITUDE DEVELOPMENT

The awareness of individual needs, understanding of cultural differences, and, teachers' expectations and the reality were other aspects in which the College could provide more adequate preparation.

We were taught to teach the average student

(Items 26, 45, 50).

I didn't understand the different attitudes to people, school and society that the different members of the Aboriginal community would have

(Item 64). Related comments are also recorded (Items 12, 14, 19, 30, 31, 49, 54, 55, 59, 84).

I had no idea of the type of problems faced in this school

reported a Science teacher from (Item 16).

FOLLOW UP

Through this initial survey it was hoped to clarify the extent to which beginning teachers were involved in/prepared for classroom contact with students who are culturally different and define some of the broader issues.

It was expected that a follow up study would be required to obtain more detailed and specific information. Respondents were therefore invited to indicate their willingness to participate in the follow up study. This information itself highlights some of the respondents' perceptions of the problem and enables an analysis of some of the motivations for both willingness and unwillingness to participate in a follow up study. In addition it provides a means of determining the composition of the intended sample in terms of geographic regions, teaching field, perceptions of advantage/disadvantage for students, perceptions of adequacy/inadequacy of College preparation.

Seventy six teachers indicated their willingness to participate in a follow up study; twenty eight did not wish to participate in a follow up and two were undecided (see Table 16). Reasons given for not wishing to participate in a follow up included those who felt:

(a) they had insufficient exposure to the situation (n = 5);
(b) they were not experiencing any problems (n = 3);
(c) their special circumstances (n = 3)
    (i) being of migrant backgrounds;
    (ii) not following set curricular;
    (iii) previous experience with aboriginal/migrant groups rendered their comment invalid;
(d) isolated from common experience (n = 2). One teacher from and one from expressed this feeling.

Eighteen offered no explanation.

The attitudes on the questions of student disadvantage and College course adequacy of those not wishing to be involved in the follow up are worth noting as also is the geographic distribution of these teachers.

TABLE 20 Attitudes on Student Disadvantage and College Course Adequacy by Teachers not Wishing to be Involved in the Follow Up Study

	Students Disadvantaged	Students Not Disadvantaged	Unsure	Total
College adequate	2	9	1	12
College inadequate	8	4	4	16
TOTAL	10	13	5	28

TABLE 21 Geographic Distribution and Willingness to Participate in a Follow Up Study

Region	Number Willing	Number not Willing	Number Undecided	No Information	Not Applicable	Total
Metropolitan	35	14	1	1	2	53
Midlands	2	2	0	1	0	5
Southern	13	7	1	4	3	28
Yilgarn	3	2	0	0	1	6
Goldfields	11	1	0	1	1	14
Geraldton	3	0	0	0	0	3
Pilbara/Kimberley	9	2	0	0	0	11
TOTAL	76	28	2	7	7	120

It is necessary to ask in what respects teachers who indicated their willingness to participate in the follow up study differed from those who did not share this willingness.

To what extent do they differ in their perceptions of student disadvantage?

Do they differ in respect to their views on the adequacy of the College course?

Do they represent a different section of the teaching community i.e. do their teaching fields differ significantly from those not wishing to participate in the follow up?

Does the geographic location influence their attitudes?

The information in Table 21 suggests that geographic location does not separate the willing from the not willing. It may be noted, however, that there is a higher percentage of willing in some areas e.g. Goldfields and Pilbara regions. Table 22 shows the distribution of attitudes in respect of student disadvantage and College course adequacy by those willing to participate in a follow up study.

TABLE 22 Attitudes on Student Disadvantage and College Course Adequacy by Teachers Willing to Participate in a Follow Up Study

College Course	Students Disadvantaged	Students Not Disadvantaged	Unsure	Total
Adequate	5	5	2	12
Inadequate	49	8	7	64
TOTAL	54	13	9	76

It now remains to be examined the extent to which willingness to participate in a follow up study may be related to particular teaching fields.

Table 23 shows the distribution according to teaching area of the willing and not willing to participate in a follow up study.

TABLE 23 Willingness to Participate in Follow Up and Teaching Area

Teaching Field	Attitude to Follow Up Willing	Not Willing	Undecided	No Information	Not Applicable	Total
Art	1	1				2
Business Education	5	2	0	1	1	9
English Communications	14	5	1	0	0	20+
Home Economics	6	3	0	1	5	15
Languages	1					1
Library Studies	5	1				6+
Industrial Arts	8	4	0	3	0	15
Mathematics	5	1	0	1	0	7
Music	2				1	3
Physical Education	18	5	1	1		25
Science	5	3				8
Social Science	5	3				8+
No Information	1	0	0	0	0	1
TOTAL	76	28	2	7	7	120

+Minor discrepancies of this table with Table 19 are due to teachers actually teaching in an area other than their major field studied at College.

The teachers willing to participate in a follow up study provide a relatively representative sample across subject areas and in relation to geographic location.

One question remains. That is, to what extent have the questions intended as the basis for the follow up study already been answered. The intention of the follow up study was to investigate:

(a) beginning teachers' expectations, perceptions of needs and difficulties in teaching classes that include children of Aboriginal/Migrant background;

(b) beginning teachers' assessment of the ways their College experience helped meet those needs; and,

(c) beginning teachers' contributions to further ways the College could meet those needs.

In light of the information provided by way of spontaneous comments by respondents relating directly to these areas, it may be necessary to re-examine the purpose for which a follow up is needed, or whether, in fact, a need for a follow up study still remains.

SUMMARY and IMPLICATIONS

The results of this survey indicate that a substantial number of beginning teachers may have contact with classes that include minority groups of children i.e. one to six of either Aboriginal and/or non English speaking Migrant background.

It is likely that these teachers are distributed throughout the identified regional divisions and cover most of the possible teaching subject areas.

The significance of this information is not so much in the enumeration of instances as in the teachers' perceptions of the ways in which having a culturally different student in the class may change both the academic and social dynamics of the classroom situation.

Comments made by these teachers indicate that they see Aboriginal students as generally more disadvantaged than Migrant students. However, there is a shift of emphasis concerning the nature of the perceived disadvantages between the two groups. For Aboriginal students, difficulties are seen to arise, in the main, from the school system and the home background, whereas, in the case of Migrant students, language difficulties and social influences are more likely to be emphasised as the source of the problems that arise.

Little was said by these teachers in relation to students of English speaking Migrant background but there are some indications that these children, too, experience varying degrees of social discomfort due to their different backgrounds.

Most of the teachers responding to this survey reported having little awareness of the needs and difficulties of children of Aboriginal and Migrant background prior to their first teaching appointments. They generally reflected an expectation of the normal class.

Their College experience, at best, provided only limited assistance in the areas they now perceive as needs. The teachers suggested that the College may better meet such needs by way of:

(a) introducing special units of study;
(b) greater emphasis on practical involvement during training; and,
(c) direct experience through lectures by individuals from different cultures and contact with Aboriginal and Migrant student groups and communities.

There are indications that the beginning teachers believe they would benefit from a training programme that included:

(a) the use of special techniques to overcome learning difficulties e.g. remedial programmes including the teaching of reading;
(b) an awareness of and information concerning cultural differences; and,
(c) an appreciation of how language shapes the way one thinks and influences the grasp of a second language.

The main thrust of this study has been to create an awareness of the extent and nature of problems specific to the teaching of children of different cultural backgrounds and to provide a basis upon which to evaluate existing College courses and establish need priorities for the future.

However, from the information provided by respondents it is clear that to focus on these aspects alone will leave many of the teachers who participated in the survey disappointed. These teachers, in 1980 - 1981 will enter their third and fourth years as teachers still aware of the inadequacies of their training and experience in the area of cultural differences unless positive action can be taken to meet their needs.

In conclusion, therefore, it seems pertinent to note that the study also revealed that a number of these teachers are located in regional clusters e.g. Eastern Goldfields, and toward these groups it may be appropriate to direct special assistance in the form of in-service programmes/external studies to in some way ameliorate their sense of isolation.

APPENDIX A (1)

Do you BELIEVE these CHILDREN are DISADVANTAGED?

Comments made by Teachers

ITEM	RESPONSE	COMMENTS
1	NO	Most of the students who have parents from different cultural backgrounds in my classes are NOT disadvantaged in any way I can tell. Senior High School, Metropolitan Region, Mathematics.
2	YES	The majority of Aboriginal children find it hard to cope with the levels and subjects offered. There are some exceptions, however. Senior High School, Geraldton Region, Business Education.
3	YES	Many Aboriginals, both town and tribal, who live at the Mission tend to find traditional academic pursuits irrelevant. Home backgrounds and cultural conditioning is sometimes divergent from aims of school and the education system as a whole. District High School, Goldfields Region, Library.
4	YES	German immigrant has only been in Australia since the beginning of this year - language difficulty. Senior High School, Metropolitan Region, Science.
5	YES	Parental influence at home hinders any student with any initiative. District High School, Yilgarn Region, no subject details. Four Aboriginal students.
6	NO	In some cases, where home background disadvantaged, in others they have positive attitudes and are amongst the advanced level.
7	NO	The Aboriginal students I teach are well provided for by government grants. District High School, Midlands Region, Physical Education.
8	NO	We have very few students who do not FIT into the school environment. Slight problems can be seen from our two Japanese students. Senior High School, Metropolitan Region, Physical Education.
9	YES	Especially if parents cannot speak English. Students' language development both oral and written is often poor. District High School, Metropolitan Region, Home Economics.
10	NO	Lack of guidance, most are State Wards or should be. Children adapt very easily unlike adults who resist change. District High School, Pilbara Region, Social Science.

11	NO	Not disadvantaged, all of them are well integrated and have no language problem. Senior High School, Metropolitan Region, Science.
12	YES	Many of the Aboriginal students here are still fringe dwellers. Their parents are still living in the camp situation. These students have a very different value system to that which is instilled in most European people and taken for granted. District High School, Goldfields Region, Health Education.
13	UNSURE	I feel that Chinese and Russian students are disadvantaged because they cannot understand the language, especially slang, and the activities we do e.g. jazz ballet. District High School, Yilgarn Region, Physical Education.
14	YES	A lot of these students do not seem to have respect for authority or the education system. Senior High School, Metropolitan Region, Library.
15	YES	Non-English speaking are definitely disadvantaged. Aboriginal children definitely disadvantaged. English speaking not very disadvantaged. Senior High School, Metropolitan Region, Science.
16	YES	But not all of them, the majority. Senior High School, Metropolitan, English.
17	YES	As is very isolated, town sport is one of the outlets for children, the sport and subjects taught in the school are very Australian. High School, Pilbara Region, Manual Arts.
18	YES	Ability to communicate effectively is lacking due to language differences and sometimes antagonism between students of different cultural backgrounds. District High School, Southern Region, English.
19	YES	Students of Christmas Island descent 'fasting days'. Students of Malay/Vietnamese background language barrier. Lack of understanding of customs of each country. High School, Pilbara Region, Manual Arts.
20	YES	In terms of language and acceptance by the other pupils. The Christmas Islanders are generally keener to learn than Aboriginal children but miss out more socially. Senior High School, Southern Region, English.
21	YES	Generally these students are behind in their subjects and find it difficult to catch up for many reasons. They then lose interest and motivation. Agricultural School, Southern Region, Library.

22	YES	Not very noticeable with white English and non-English speaking children, a slight problem to a disadvantage for Asians. A great problem for Aboriginals especially the semi-nomadic Aboriginals. District High School, Goldfields Region, Home Economics.
23	UNSURE	Many of the Italian community from do not seem to mix as easily as other students i.e. socially disadvantaged. District High School, Southern Region, Social Sciences.
24	YES	Not so much at because there are many migrant children. Senior High School, Metropolitan Region, Physical Education/ Mathematics.
25	YES	Students are torn between ethnic culture and middle class Australian culture. The latter seems more attractive than the former. Reading and writing suffer, possibly from language difference. Senior High School, Southern Region, English.
26	YES	Difficult to teach to different cultures and expectations. Senior High School, Pilbara Region, Home Economics.
27	NO	The Macedonian children assimilate very well and all speak English. They have been in for thirty years and the problem was much greater in the past. District High School, Southern Region, Physical Education.
28	YES	Only the Islanders are ill-at-ease, the Aboriginals practically run the place. District High School, Southern Region, Physical Education.
29	YES	They are disadvantaged because of the values that they have had pushed on them. The students' attitudes are often very poor and these attitudes are very hard to break because of very strong peer pressure. Senior High School, Pilbara Region, Manual Arts.
30	YES	Many are unable to read, social customs are different, leading to conflict with parents and school. Senior High School, Pilbara Region, Home Economics.
31	YES	Aboriginal children are particularly disadvantaged. High School, Southern Region, English.
32	NO	Except for Chinese girl who began to speak English when she arrived in Australia last year. Senior High School, Southern Region, Home Economics.
33	YES	Large numbers of Aboriginals are at disadvantage due to home environment. District High School, Geraldton Region, Mathematics/Science.

34	NO	In physical education they are often the students with most ability. Some come in for ridicule due to nationality. Senior High School, Metropolitan Region, Physical Education.
35	UNSURE	This depends upon the child, some appear to be able to cope. Senior High School, Metropolitan Region, Business Education.
36	YES	Bilingualism often means Aboriginal, Wongi, children are not confident with grammar. Non-materialistic backgrounds disadvantage Aboriginal children in subjects where neat files, paper, writing equipment are required. District High School, Goldfields Region, Business Education.
37	YES	Interpretation of English instruction is difficult. Social custom of producing fat Italian boys is not advantageous in physical education. Senior High School, Southern Region, Physical Education.
38	NO	They fit in well to the total school situation socially, academically and sportwise. In fact, at most class duxes are Asian or Indian students, maybe English students are discriminated against Australian vs English students. Senior High School, Metropolitan Region, Physical Education.
39	YES	To a certain extent because particularly in English they have problems with their expression, spelling etc. especially when they are in the situation where the family continues to use the native tongue at home. High School, Metropolitan Region, English.
40	YES	This is difficult to assess thoroughly in physical education due to very little personal contact with all students. Senior High School, Metropolitan Region, Physical Education.
41	UNSURE	Disadvantaged because people think they are strange. Not willing to mix. District High School, Southern Region, Manual Arts.
42	YES	As an English teacher, I find it difficult to obtain parental help as the parents themselves admit to having problems with the English language. Senior High School, Metropolitan Region, English.
43	YES	Two Aboriginals, who seem to suffer some cultural shock after living in the country. Different attitudes to work - untidy, lazy, forgetful but well mannered and shy. Senior High School, Metropolitan Region, Business Education.
44	NO	Most have been in Australia long enough to be proficient in our language. Senior High School, Metropolitan Region, Mathematics.

45	YES	This of course depends on the parents' attitudes e.g. are they willing to learn English language. Senior High School, Southern Region, Physical Education.
46	NO	This school has a 3/5 Migrant Education teacher and such a mixed population that these students are reasonably catered for. Senior High School, Metropolitan Region, English.
47	YES	Language difficulties - students often have to write own notes, hard to make contact with parents, etc. no real difficulties experienced in Physical Education. Senior High School, Metropolitan Region, Physical Education.
48	YES	Aboriginal children do not see the importance of education as viewed by white society. District High School, Goldfields Region, Science/Mathematics.
49	YES	Normal instructions and reading offer them great difficulties. Senior High School, Metropolitan Region, Science.
50	UNSURE	Some cope very well, others have trouble understanding the language because it is not spoken at home and their parents lack of understanding of English and the school system seems to disadvantage the student. Senior High School, Metropolitan Region, Science.
51	NO	They are capable and keen to learn - Migrant only. Senior High School, Metropolitan Region, Mathematics.
52	UNSURE	Some obviously benefit from exposure to a new culture. However, many feel different and find it difficult to fit in. Senior High School, Metropolitan Region, English/Communications.
53	YES	Student in class 'C' came direct from Hong Kong and could not speak any English at first. District High School, Goldfields Region, Social Science.
54	YES	Mainly in written communication, spelling poor, reading poor - fair. Senior High School, Southern Region, Social Science
55	YES	The Italians especially as many had parents who did not speak English at all. District High School, Southern Region, English.
56	UNSURE	Much depends upon the child himself. Under most circumstances unless there is an obvious language barrier, they do not seem disadvantaged. Senior High School, Metropolitan Region, English/Communications.

57	YES	Through labelling, Aboriginal children sent to project classes, are made to be different to rest of school by classification. Senior High School, Goldfields Region, Business Education.
58	YES	This comment does apply to other migrant families as well. The Aboriginal children seem to have a conflict between their own culture and ours. They have different values and expectations to us, hence a source of trouble. Senior High School, Metropolitan Region, Manual Arts.
59	YES	It is difficult. When a child uses one language at home, say Dutch and another at school, when parents cannot read school literature. Senior High School, Metropolitan Region, English/Communications.
60	YES	Some students spoke almost no English when arriving at the school. Within twelve months of arrival in Australia, language is the only noticeable problem. High School, Metropolitan Region, Library, Social Science.
61	NO	Many have been living in Australia for a few years now. They know the other students at school and seem to have very few problems - Migrant. Senior High School, Pilbara Region, English.
62	YES	Depends upon level of intelligence of child and parent. Senior High School, Goldfields Region, Physical Education.
63	YES	Some are, not all. It depends on how long they have been in the country. Senior High School, Metropolitan Region, Science/English.
64	YES	In many cases, especially in Years 9 and 10, Aboriginal students due to peer group pressure and possible parent and social pressure, find school dissatisfying and inappropriate to their needs. Senior High School, Pilbara Region, English.
65	UNSURE	Language, yes. This is because there is not enough help in schools for children whose native language is not English. It easily depends on the attitude of the people i.e. students, teacher, friends, etc. around the children. The teacher plays a large part in helping these children integrate and can turn their background into an advantage if handled properly. Senior High School, Southern Region, French.
66	YES	The children often miss subtle nuances of the English language which their peers can grasp. Unfamiliarity with social customs hinder participation, causes feelings of 'separateness'. Senior High School, Metropolitan Region, English.

67	NO	Many of these students are advantaged because of their knowledge and experience of a different life style. Senior High School, Metropolitan Region, Music.
68	NO	The only disadvantage is when students come into the school straight from their own countries and must learn language etc. Only two students - Japanese - in this category. Senior High Schol, Southern Region, Art.
69	NO	The Christmas Islanders are the only exception due to a language barrier. Their quiet natures and social background make them appear unwilling to ask for assistance until they really get to know you. Senior High School, Southern Region, Home Economics.
70	UNSURE	In some cases they are and in others they are not, or it depends a lot upon the individual child and how they have learnt to cope. Most have difficulty with social customs. Senior High School, Metropolitan Region, Home Economics.
71	UNSURE	Some do have problems depending on what sort of background they have. Senior High School, Metropolitan Region, Physical Education.
72	YES	Life on the reserve is difficult to reconcile with many of the topics covered at school. District High School, Kimberley Region, Business Education.
73	YES	Many speak little English. They all come to sport. It is one of the few areas where the non-English speaking students mix with others. They are ostracized as they haven't mastered simple throwing/catching skills and no one wants them on their team and then with parents who don't speak English, but they get on O.K. Senior High School, Metropolitan Region, Physical Education.
74	YES	Perhaps the Aboriginal children are bored because the basic courses are not suited to their needs. District High School, Goldfields Region, Mathematics.
75	UNSURE	The Italian 'origin' students have difficulty with language. The students from the United Kingdom have no real problems due to this. Senior High School, Metropolitan, Physical Education.
76	NO	Most have been in Australia all or nearly all their lives and have grown up in our culture as well as part of their own. Senior High School, Metropolitan Region, Science.
77	YES	These children naturally have a disadvantaged start to their education. Primary School, Metropolitan Region.

78	YES	Because of their difference they are on occasions alienated. District High School, Yilgarn Region, Manual Arts.
79	YES	I feel that the Aboriginal or part-Aboriginal children are the most disadvantaged in that most teachers and also students are not aware of the culture differences and make little allowance for it, my students who are children of migrant parents seem to be disadvantaged very little school-wise, however, racial comments from peers do make them aware of and on occasions embarrassed by their cultural differences. District High School, Southern Region, Mathematics/Science.
80	YES	Aboriginal children, particularly. Senior High School, Goldfields Region, Social Science.
81	UNSURE	Originally they were, but after adjustments and making friends they have settled in reasonably well. Senior High School, Metropolitan Region, Physical Education.
82	YES	Disadvantaged due to language difficulties, interpretation of texts. Application of humour, these ensure they 'behave in a different socialization pattern' which can be accepted or rejected by other students. Senior High School, Metropolitan Region, English.

APPENDIX A (2)

How do you ASSESS your COLLEGE COURSE?

Comments made by Teachers

ITEM	RESPONSE	COMMENTS
1	INADEQUATE	Assessment of the individual. Unprepared for decisions having to be made when dealing with really basic children. Senior High School, Midlands Region, Business Education.
2	INADEQUATE	No real blame attached to Nedlands College, the situation at is something that only firsthand experience can really remedy. However, there SHOULD be at least one education unit in Aboriginal Education in our Diploma of Teaching course. District High School, Goldfields Region, Librarian.
3	ADEQUATE	Extra studies in this area would be best suited for the degree course. The coverage during my three year Diploma course was adequate as a beginning. District High School, Metropolitan Region, no subject details.
4	INADEQUATE	Emphasis needs to be placed on the teacher learning about individual family problems. District High School, Yilgarn Region, no subject details.
5	INADEQUATE	This aspect received minimum attention. Senior High School, Metropolitan Region, English.
6	INADEQUATE	In library studies we did cover the necessity of catering for students from culturally different backgrounds but in other areas we did nothing. Senior High School, Metropolitan Region, English.
7	INADEQUATE	Six weeks course in lower social-economic students in Education. High School, Yilgarn Region, Business Education.
8	INADEQUATE	No course could prepare one to an adequate extent. Common sense, experience and on the spot decisions are required. Senior High School, Metropolitan Region, Library.
9	INADEQUATE	I found with other teachers' help you learn to cope. However, our problem is very minor. I have considered this in terms of being in a situation where there is a greater percentage of these children. District High School, Goldfields Region, Home Economics.

10	ADEQUATE	There is not much that can be done. You've got to learn quickly when you're out. My situation is unique so far as I am teaching remedial Aborigines and I don't have to follow any curriculum. Programmes are composed of material I think is relative to the students' needs. District High School, Pilbara Region, Social Science.
11	INADEQUATE	No training or very little in teaching of children who differ from the norm. Senior High School, Metropolitan Region, Science.
12	INADEQUATE	Teachers, in general, tend to expect from the Aboriginal students, similar thought processes, expressions of attitudes and values that are similar to standards of behaviour of European students. This is most often not the case. Some of the Aborigines do not have the background of values and attitudes necessary to be motivated towards achieving meaningful aims. District High School, Goldfields Region, Physical Education.
13	INADEQUATE	I know we did a little but we didn't really get told or shown how to deal with it. District High School, Yilgarn Region, Physical Education.
14	INADEQUATE	No Aboriginal teaching was included in my course. Most newly appointed teachers to country schools are basically ignorant of Aboriginal culture. District High School, Kimberley Region, Manual Arts.
15	INADEQUATE	Although inadequate, it is difficult to make it otherwise. The problem is how to COPE with these students without being told 'where to go'. You try hard but there are no rewards. Senior High School, Metropolitan Region, Library.
16	INADEQUATE	No idea of the type of problems faced in this school. Senior High School, Metropolitan Region, Science.
17	INADEQUATE	Totally inadequate. Senior High School, Metropolitan Region, English.
18	INADEQUATE	My course gave me very little advice as to how remedial work could be set for these children, or how programmes should make allowance for them. Senior High School, Southern Region, English.
19	INADEQUATE	Very little information given on educational needs of Aborigines and migrant children. Tendency of students to show as being IGNORANT but really it is lack of understanding of language and customs and teachers' requirements of pupils. District High School, Pilbara Region, Physical Education.

20 INADEQUATE I'm not sure that it could have easily been better though. Experiencing these children in the classroom and talking to them individually is for me the most effective way to discover their educational needs. The Christmas Island children in particular like to talk on a one-to-one basis about their home countries etc. I have found that most of these children, especially Aboriginal children, respond reasonably well in a situation where they do not feel threatened by white children. A small remedial group of six or seven Aboriginal children is an excellent way to get to know them and their problems.
Senior High School, Southern Region, English.

21 ADEQUATE The course did cover generally handicapped topic but special programmes are not carried through at this school in the library.
Agricultural School, Southern Region, Library.

22 INADEQUATE Only one very short, shallow lecture in Year 2.
District High School, Goldfields Region, Home Economics.

23 INADEQUATE Although it would be difficult to develop a course to handle the problems where one to two Aboriginal children are in a class of thirty white children.
District High School, Southern Region, Social Science.

24 INADEQUATE Very limited.
Senior High School, Metropolitan Region, Manual Arts.

25 INADEQUATE Nothing at all done in this area.
Senior High School, Metropolitan Region, English.

26 INADEQUATE Too much teaching to the 'norms'.
Senior High School, Metropolitan Region, Mathematics.

27 INADEQUATE No instruction was received at College concerning problem. As with other minority groups in class e.g. 'basics', teachers should be aware of these demands and be given some advice on how to reach these minorities whilst fulfilling commitments to majority of class.
Senior High School, Southern Region, English.

28 ADEQUATE With my specialist area we covered special areas.
District High School, Pilbara Region, Home Economics.

29 INADEQUATE I feel that teaching methods for non-English speaking students were inadequately covered.
District High School, Southern Region, Physical Education.

30 INADEQUATE No mention of likely problems and how to cope with multi-culture classes.
Senior High School, Metropolitan Region, Physical Education.

31 INADEQUATE NO ethnic differences were EVER included in my particular course.
District High School, Southern Region, Physical Education.

32	UNSURE	Although College does not specifically cover this area in great depth I feel that it is a thing that you can adapt yourself to cope with the students needs. Senior High School, Pilbara Region, Manual Arts.
33	INADEQUATE	Inadequate in relation to expectation of what student should know, resources available, especially out of metropolitan area, how to cope with mixed classes, reading and writing disabilities. Senior High School, Pilbara Region, Home Economics.
34	INADEQUATE	Didn't really prepare me to cope with educational needs of any students. High School, Southern Region, English.
35	INADEQUATE	Nothing ever mentioned. Senior High School, Southern Region, Home Economics.
36	UNSURE	As this is such an individual problem a teacher cannot really be instructed in such an area, except for advice on who best to contact if having troubles. District High School, Yilgarn Region, Manual Arts.
37	INADEQUATE	A problem exists not due to the students who are usually socially and educationally competent but with the parents who cause tremendous problems when we seek parent help. Senior High School, Metropolitan Region, Physical Education.
38	INADEQUATE	As student teachers we were given no information as to the make-up of various schools, e.g. my particular school has a LOT of children of Dutch parents and there are numerous problems which come up constantly regarding religions. Senior High School, Southern Region, Physical Education.
39	INADEQUATE	No information given on how to attack this type of problem. District High School, Geraldton Region, Mathematics/Science.
40	INADEQUATE	To be able to cope with our problem at a six week trip to London would be adequate. Senior High School, Metropolitan Region, Physical Education.
41	INADEQUATE	There was no comment upon this problem throughout three years. Senior High School, Metropolitan Region, Business Education.
42	INADEQUATE	One education lecture only was given on this topic. This was an extremely good lecture, but additional studies in Aboriginal culture/language would have helped. District High School, Goldfields Region, Business Education.
43	INADEQUATE	No advice given at all. Completely inadequate Senior High School, Southern Region, Physical Education.

44 INADEQUATE My final year course at Nedlands College had very little relevance to teaching of any kind. Most experience is gained in the workforce and by practice - not by any lecturer telling you the best way of coping with a situation.
Senior High School, Metropolitan Region, Social Science.

45 INADEQUATE We were taught to teach the average student of which there are ONLY two in class.
District High School, Metropolitan Region, Physical Education.

46 INADEQUATE There was much material provided for the education of retarded dyslexic and problem children, but little was mentioned regarding the difference in teaching children of varying cultures.
Senior High School, Metropolitan Region, Physical Education.

47 INADEQUATE Inadequate as far as WHAT to do to help these students - not specific enough, from what I can remember.
District High School, Metropolitan Region, English.

48 INADEQUATE From memory nothing specifically was geared this way, only in very general terms was it even mentioned.
Senior High School, Metropolitan Region, Physical Education.

49 INADEQUATE I don't think I was prepared to cope with culturally different people at all.
District High School, Southern Region, Manual Arts.

50 INADEQUATE Too much emphasis was geared towards the NORM Australian child.
Senior High School, Metropolitan Region, English.

51 ADEQUATE Depends on maturity of the teacher and the amount of cultural differences they are faced with. I try to treat my two students as people.
Senior High School, Metropolitan Region, Mathematics.

52 INADEQUATE I do not recall this aspect ever being discussed in any great detail.
Senior High School, Metropolitan Region, Mathematics.

53 INADEQUATE This area was hardly touched on at College. I was quite fortunate in having a little insight into this area because my parents were migrants from a non-English speaking country.

54 INADEQUATE We had no real information given at College on educational needs of culturally different students.
Senior High School, Metropolitan Region, Physical Education.

55 INADEQUATE Very little done concerning teaching techniques, or awareness of social customs.
District High School, Pilbara Region, Library.

56 ADEQUATE Education unit on Sociology gave good background knowledge on what to expect and what to look for to identify these problems.
High School, Metropolitan Region, Science.

57 ADEQUATE No problems ever encountered.
Senior High School, Metropolitan Region, Mathematics.

58 INADEQUATE PRACTICAL experience with migrant children and children with other learning difficulties could have been helpful.
Senior High School, Metropolitan Region, English/ Communications.

59 INADEQUATE Lack of understanding of their specific problems and strategies to overcome these problems.
District High School, Goldfields Region, Social Science.

60 INADEQUATE Should it be possible, time should be devoted to showing teachers how to cope with student deficiencies in reading. However, my course was in a minor field.
Senior High School, Southern Region, Social Science.

61 INADEQUATE No guidance.
District High School, Southern Region, English.

62 INADEQUATE Very little time was devoted to this aspect at all. Most inadequate.
High School, Metropolitan Region, English/Communications.

63 INADEQUATE The main area that seems to have been missed at College is for us to have been lectured to by individuals from different cultures and give us insight into those cultures and ways to assist others overcome problems that may arise.
Senior High School, Metropolitan Region, Manual Arts.

64 INADEQUATE I didn't understand the different attitudes to people, school and society that the different members of the Aboriginal community would have.
Senior High School, Metropolitan Region, English/ Communications.

65 INADEQUATE No real guidance on this subject provided, could probably be included in Educational Psychology course as mini course, but something SPECIFIC is needed.
High School, Metropolitan Region, Library/Social Science.

66 INADEQUATE We did not look at very many situations or their outcomes, therefore didn't discuss what types of problems might arise or how to handle them.
High School, Metropolitan Region, Physical Education.

67 INADEQUATE It is extremely difficult to cover a specialty area in a course which is as broad and general as the one offered at Nedlands.
Senior High School, Goldfields Region, Physical Education.

68 INADEQUATE More attention can be given to the various problems which arise when aboriginal children are placed in a minority situation. College students would benefit from first hand teacher talks and information from people who have studied such cultures.
Senior High School, Pilbara Region, English.

69 INADEQUATE Very little except for Aborigines.
Senior High School, Metropolitan Region, Science.

70 INADEQUATE Having lived overseas and being of a different cultural backgroumd myself, I feel that I am adequately equipped to deal with the obvious problems that arise and that I understand the advantages that a different cultural background can lead to.
Senior High School, Southern Region, French.

71 INADEQUATE I can't remember any discussion on the needs of these children.
Senior High School, Metropolitan Region, English.

72 ADEQUATE I would teach these students in the same way as I do now whether or not my College course was involved.
Senior High School, Metropolitan Region, Music.

73 INADEQUATE Only area dealt with was Aborigines (general) and this in not very great detail.
Senior High School, Southern Region, Art.

74 ADEQUATE Each case is completely different. You learn how to cope when you have to. This is the best specialised preparation for the future. Last year was preparation for this year after teaching an entire Aboriginal class all of whom were of low ability.
Senior High School, Southern Region, Home Economics.

75 INADEQUATE If a teacher is destined to teach Aboriginal students, the only course that would help is regular and frequent contact with Aboriginal students and communities. Some course in Aboriginal culture, Past and Present, would be a big help.
District High School, Kimberley Region, Business Education.

76 INADEQUATE It was not treated at all.
Senior High School, Metropolitan Region, Physical Education.

77 INADEQUATE Little or no attention was paid to students with language disabilities or with the problems of Aboriginal children.
District High School, Goldfields Region, Mathematics.

78 ADEQUATE In my major study area of Physical Education. As for other course areas, I'm not so sure.
Senior High School, Metropolitan Region, Physical Education.

79 ADEQUATE I can't remember what was taught at College, but I didn't have to adjust to these situations when I was teaching.
Senior High School, Metropolitan Region, Science.

80 ADEQUATE The course provided me with an adequate insight to the problems of educating those of different cultures.
Primary School, Metropolitan Region, Music.

81 INADEQUATE A second language should be included in course.
Senior High School, Metropolitan Region, Manual Arts.

82 INADEQUATE There was insufficient practical preparation.
District High School, Yilgarn Region, Manual Arts.

83 INADEQUATE I have found so far the only way to partly cope with the problem is through trial and error.
District High School, Southern Region, Mathematics

84 INADEQUATE I feel the College course undertaken by me in no way prepared me to teach children of a different ethnic/cultural background.
Senior High School, Goldfields Region, Social Science.

85 INADEQUATE This was rarely mentioned, perhaps one lecturer in education but no method/solution offered.
Senior High School, Metropolitan Region, English.

APPENDIX A (3)

Are you WILLING to PARTICIPATE in a FOLLOW-UP?

Comments made by Teachers

ITEM	RESPONSE	COMMENTS
1	YES	I would be more than happy to participate in a follow-up. It is essential that the experiences of teachers in different areas are shared between ourselves and with College students. Personally, an isolated teacher/librarian like myself would really appreciate advice on a more effective provision of library services to Aboriginal students, from others in my field who have had more success. Senior High School, Goldfields Region, Librarian.
2	YES	The only students in regard to this survey are four well assimilated children who would not present the problems that may occur. District High School, Yilgarn Region, no subject details.
3	YES	Approximately a twenty percent Aboriginal population at Senior High School. Very good for learning about this problem as it is of great concern. Any help - am willing to assist. I only teach Art. Senior High School, Midlands Region, Art.
4	YES	If the exercise is considered to be of value. Senior High School, Metropolitan Region, English.
5	NO	I feel that in the schools I have had experience with, there appears to be very few problems associated with this survey and therefore I would not be able to assist in this area. Senior High School, Metropolitan Region, English.
6	NO	I do not have enough contact with extreme cases about disadvantaged children. District High School, Yilgarn Region, Business Education.
7	NO	Not sufficiently involved in cultural affairs to hand out pearls of wisdom. Senior High School, Metropolitan Region, Library.
8	NO	Even though we have a large population of migrants mainly Italian students the greater majority of these students are not new to Australia, therefore we have no problems with language or studnet expectations, behaviour etc. Senior High School, Metropolitan Region, Physical Education.
9	NO	My time is precious in the teaching field and with other school responsibilities. District High School, Goldifelds Region, Home Economics.

10	NO	Because of the distance and isolation factors of my present situation. District High School, Goldfields Region, Social Science.
11	NO	I do not have enough Aboriginals to warrant drawing generalizations. Senior High School, Southern Region, English.
12	YES	The teachers too are at a disadvantage. They have very little chance of understanding the Aborigine students since many/most do not begin to understand the Aboriginal culture. I believe that if teachers are given the opportunity to gain an understanding of the people we are teaching, our contact with them will be more meaningful. District High School, Goldfields Region, Physical Education.
13	YES	As I am in the library I do not have much experience with these students i.e. my experience is limited and probably inadequate for detailed interviews, but I am willing to participate. Senior High School, Metropolitan Region, Library.
14	YES	Definitely, there is a great need. Last term my Year 8 basic class was composed of over ½ migrant students. They could not be assisted in that class as it was also composed of remedial students, behaviour problem students, so they were placed into a higher level to offer them a greater challenge - a greater chance of success. Senior High School, Metropolitan Region, English.
15	YES	Due to limited experience with Aboriginal/migrant students, my participation may not be of much value. Senior High School, Southern Region, English.
16	YES	Glad to help out as I feel that this school is disadvantaged but students are still treated as intellignet persons. More staffing requirements to assess pupils' needs and what they hope to achieve from education at school levels. Senior High School, Pilbara Region, Physical Education.
17	YES	Perhaps not as relevant in my situation at present since I do not have any subject classes. Agricultural School, Southern Region, Library.
18	YES	Thank goodness there is someone who realises the problems we face when posted to an area of the State we are not familiar with. District High School, no area details, Home Economics.
19	YES	Generally speaking there is no migrant problem in to speak of and the aboriginal population is very small. District High School, Southern Region, Physical Education.

20	NO	Not enough experience to answer a detailed questionnaire. Senior High School, Southern Region, English.
21	YES	Interviews may be difficult in the country. Agricultural District High School, Yilgarn Region, Manual Arts.
22	YES	My first appointment was to a class consisting of four Australian, two Burmese, nine Aborigines (mission cared for), one Irish, two Indians and four Italians. The Aboriginals were the most rewarding people to teach and from whom to learn. Senior High School, Metropolitan Region, Business Education.
23	UNSURE	If it is worded a lot better than this survey. Very time consuming to check student rolls and answer questions eight to ten. This is vital for the needs of the first year out teacher. Senior High School, Southern Region, Physical Education.
24	UNSURE	Perhaps! District High Schoo, Metropolitan Region, English.
25	NO	Not enough problems for my experience to be of any advantage to your survey. Senior High School, Metropolitan Region, Business Education.
26	YES	I am willing to help, however, I do not feel that my expereiences will be beneficial as I have not encountered any problems although I am well aware that they do exist. Senior High School, Metropolitan Region, Mathematics.
27	NO	There are a number of schools which have a high proportion of Aboriginal students who need teachers who can understand their problems and customs. Senior High School, Southern Region, Physical Education.
28	NO	I feel that having worked in the Aboriginal/Migrant field previously would have given me preconceived views and therefore my approach initially would not be that of the average beginning teacher. Senior High School, Metropolitan Region, English.
29	YES	Mainly interested in seeing more done towards preparing people for teaching of Aboriginals. District High School, Goldfields Region, Science/Mathematics.
30	YES	It would be difficult to prepare teachers for every eventuality in learning difficulty amongst students. However, educational theory is little or no preparation for practical experience.
31	YES	Third term best time for such a questionnaire. Senior High School, Metropolitan Region, Science.

32	YES	The lack of reading ability is not confined to English students as most of the Social Studies reference material is above the reading level of these students. Senior High School, Southern Region, Social Studies.
33	YES	See article in 'Inspirations' journal of E.T.A. of W.A. May 1979 Issue. District High School, Southern Region, English/Communications.
34	YES	This is a worthwhile field of study for educational researchers. Senior High School, Metropolitan Region, English.
35	YES	I don't know if I could offer much assistance as I have not experienced any real problems with children from Aboriginal/Migrant backgrounds. High School, Metropolitan Region, Physical Education.
36	YES	Future courses at Nedlands should include a theoretical and practical unit in filling out questionnaires. Senior High School, Goldfields Region, Physical Education.
37	YES	If time is arranged during lunch times. Senior High School, Metropolitan Region, Science.
38	YES	is peculiar in its migrant situation, in particular, half the school children are from overseas, mainly England. High School, Metropolitan Region, Communications/English.
39	YES	The numbers given on the previous page are only approximations as I am unfamiliar with the background of ALL students I teach. Senior High School, Metropolitan Region, Music.
40	YES	Prepared to answer questionnaire but not interview. Senior High School, Metropolitan Region, Home Economics.
41	YES	A practical course in curriculum development - at a local level, seems imperative. Teachers often find that they have to design courses in tune with the community, courses that the students are going to want to do, courses that relate strongly with their life style, with their values and with their needs. District High School, Kimberley Region, Business Education.
42	YES	Provided that this new questionnaire does not ask questions that the Principal/Guidance Officer would be better suited to answer. Senior High School, Metropolitan Region, Physical Education.
43	NO	From my subject area experience I haven't really encountered any major problems with teaching migrant students, hence I doubt if I would be of any real value. Senior High School, Metropolitan Region, Physical Education.

44	NO	At present I am not teaching as my baby is due in two weeks and I should then have my hands full for a while. However, I would be interested in seeing a study done on retarded children in government schools. Senior High School, Metropolitan Region, Science.
45	YES	However, I'm a specialist teacher who teaches many classes. I do not feed adequate enough to provide information on specific individuals with specific problems related to cultural background. Fortunately my area os specialization (music) is a universal language, therefore I don't face the same problems as other teachers. Primary School, Metropolitan Region, Music.
46	YES	Fairly difficult to isolate specific needs of students in schools. Senior High School, Metropolitan Region, Physical Education.
47	YES	I am willing to participate in this programme, not only to further awareness of 'disadvantaged students in schools' but to develop my own skills of perception in anticipating students' needs. Senior High School, Metropolitan Region, English.

APPENDIX B (1)

NEDLANDS COLLEGE of Advanced Education

In reply refer to
.....
.....

Dear

I am writing to request your assistance because you are a past student of the Nedlands College of Advanced Education (formerly Western Australian Secondary Teachers College).

An Aboriginal Education Committee was formed within this College in 1978 to examine the needs of student teachers in respect to preparation for teaching classes in which there are Aboriginal/ part Aboriginal students. This Committee has now extended its concern to include training needs in relation to the teaching of migrant students. The Committee wishes to establish the extent to which past students of this College (within the first two years of their teaching experience), have encountered problems in teaching that relate specifically to teaching classes that include students of different cultural backgrounds.

The enclosed questionnaire is sent to you in the hope that the information you can provide will assist the College to determine future needs in these areas.

Yours sincerely,

Robert Vickery
PRINCIPAL

QUESTIONNAIRE

A survey of ex-students of the Nedlands College of Advanced Education (formerly W.A. Secondary Teachers' College) in relation to teaching classes including children of different cultural backgrounds.

SECTION ONE:

To all teachers who graduated from W.A. Secondary Teachers College in 1976 and 1977 who were appointed to schools and have completed at least one year of teaching.

1. **RESPONDENTS NAME** : MR/MRS/MISS/MS _____
2. YEAR OF GRADUATION : _____
3. SCHOOLS/S TO WHICH APPOINTED : _____
4. DATE OF APPOINTMENT/S : _____
5. MAJOR TEACHING FIELD STUDIED AT COLLEGE : _____
6. MINOR TEACHING FIELD STUDIED AT COLLEGE : _____
7. SUBJECTS YOU CURRENTLY TEACH AND LEVELS AT WHICH TAUGHT:

	CODE	SUBJECT	YEAR 1,2,3 etc	LEVEL Basic etc	No lessons per wk	CLASS SIZE (sex) M	F	Total
eg.	A	Health Education	2	Int	4	14	16	30
	B							
	C							
	D							
	E							
	F							
	G							
	H							
	I							
	J							
	K							
	L							
	M							

8. DO YOU HAVE CLASSES WHICH INCLUDE STUDENTS KNOWN TO BE ABORIGINAL/PART ABORIGINAL?

1. YES ☐

2. NO ☐

IF YES, PLEASE IDENTIFY THE CLASSES BY LISTING THE CODE LETTER GIVEN ON PAGE 1 AND ENTER THE NUMBER OF ABORIGINAL/PART ABORIGINAL CHILDREN IN EACH.
(e.g. Class F - 3)

9. DO YOU HAVE CLASSES WHICH INCLUDE STUDENTS KNOWN TO BE CHILDREN OF MIGRANT PARENTS FROM NON-ENGLISH SPEAKING COUNTRIES?

1. YES ☐

2. NO ☐

IF YES, PLEASE IDENTIFY THE CLASSES BY LISTING THE CODE LETTER GIVEN ON PAGE 1 AND ENTER THE NUMBER MIGRANT CHILDREN IN EACH (WHERE KNOWN SPECIFY COUNTRIES OF ORIGIN).
(e.g. Class D - 2)

10. DO YOU HAVE CLASSES WHICH INCLUDE STUDENTS KNOWN TO BE OF MIGRANT PARENTS FROM ENGLISH SPEAKING COUNTRIES (i.e. UNITED KINGDOM, IRELAND, UNITED STATES OF AMERICA , CANADA, NEW ZEALAND etc)?

1. YES ☐

2 NO ☐

IF YES, PLEASE IDENTIFY THE CLASSES BY LISTING THE CODE LETTER GIVEN ON PAGE 1 AND ENTER THE NUMBER OF CHILDREN IN EACH AND WHERE KNOWN THE COUNTRY OF ORIGIN.
(e.g. Class D - 2, F - 1)

../3

SECTION TWO

ONLY FOR TEACHERS WHO HAVE STUDENTS OF DIFFERENT CULTURAL BACKGROUNDS

11. DO YOU BELIEVE THESE CHILDREN ARE DISADVANTAGED AT SCHOOL BECAUSE THEIR CULTURAL BACKGROUND (SOCIAL CUSTOMS, LANGUAGE ETC) IS DIFFERENT?

1. YES ☐
2. NO ☐
3. UNSURE ☐

PLEASE COMMENT:

12. HOW DO YOU ASSESS YOUR COLLEGE COURSE IN TERMS OF THE WAY IN WHICH IT PREPARED YOU TO COPE WITH THE EDUCATIONAL NEEDS OF STUDENTS WHO ARE CULTURALLY DIFFERENT?

1. ADEQUATE ☐
2. INADEQUATE ☐

PLEASE COMMENT:

13. ARE YOU WILLING TO PARTICIPATE IN A FOLLOW-UP TO THIS SURVEY THAT MAY INVOLVE RESPONDING TO A DETAILED QUESTIONNAIRE AND/OR INTERVIEW TO INVESTIGATE:

(a) BEGINNING TEACHERS EXPECTATIONS, PERCEPTION OF NEEDS AND DIFFICULTIES IN TEACHING CLASSES THAT INCLUDE CHILDREN OF ABORIGINAL/MIGRANT BACKGROUND;

(b) BEGINNING TEACHERS ASSESSMENT OF THE WAYS HIS/HER COLLEGE EXPERIENCE HELPED MEET THOSE NEEDS;

(c) BEGINNING TEACHERS CONTRIBUTION AS TO FURTHER WAYS THE COLLEGE COULD MEET THOSE NEEDS?

1. YES ☐
2. NO ☐

OTHER COMMENT:

SIGNED: . . . . . .

CURRENT ADDRESS: . . . . . .

. . . . . .

. . . . . .

APPENDIX B (2)

NEDLANDS COLLEGE of Advanced Education

In reply refer to
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.....

Dear

I am writing to thank you for your participation in the survey concerning Teacher Education and the teaching of classes that include children of different cultural backgrounds.

The information provided by respondents has proved extremely useful in creating an awareness of the extent and nature of problems specific to the teaching of children with different backgrounds, and will assist in the evaluation of College courses and establishing need priorities for the future.

In fact, the quality and number of spontaneous comments in addition to the actual answers to questions is such that it may no longer be necessary to proceed with the intended form of follow up.

You may be contacted at a later date should further information be required.

Thank you again for your interest and cooperation in this study.

Yours sincerely,

Mabel Kaplan
SPECIAL PROJECTS OFFICER

Cnr Stirling Highway & Hampden Road Nedlands Western Australia 6009 Tel 386 5555